DOCUMENT RESUME

ED 027 866 JC 690 048

Proposal for a Program for the M.A. in English with Emphasis on Teaching in the Junior College.
Arizona Univ., Tucson. Dept. of English.
Pub Date [69]
Note-11p.
EDRS Price MF-$0.25 HC-$0.65
Descriptors-*College Teachers, *English Instruction, *Junior Colleges, *Masters Degrees, *Teacher Education
Identifiers-*Arizona

In January 1969, the University of Arizona Department of English was awarded eight fellowships under the Education Professions Development Act. They are for first year graduate students preparing to teach English in junior colleges (or in the lower divisions of a 4-year college); they pay $2400 the first year and $2600 the second, plus $500 a year for each dependent. Course requirements and funding are given in detail. At the end of two years and an intervening summer session, the Fellow will receive an M.A. in English and be prepared for an Arizona Junior College Certificate. He will have received special training for the conditions encountered in 2-year colleges. The regular M.A. program will be supplemented with two Education courses required for certification and a series of internships in which, in the last three semesters, the Fellow will participate in classroom instruction in freshman composition, literature, and humanities. He will receive a terminal professional degree, but will also be able to proceed without loss of time (after his junior college teaching) toward his Ph.D. He must meet regular admission requirements of the English Department and the Graduate College and pass the usual M.A. exam at the end of the program. Spanish will meet the foreign language requirement for the M.A. and also for the Ph.D. if the student returns for it. It is hoped that this program will alleviate the shortage of English instructors in the present and proposed junior colleges in Arizona. (HH)

ED027866

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

UNIVERSITY OF ARIZONA
DEPARTMENT OF ENGLISH

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM TH
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINI
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

PROPOSAL

for a

PROGRAM FOR THE M.A. IN ENGLISH

WITH EMPHASIS ON TEACHING IN THE JUNIOR COLLEGE

(Narrative Statement for Part III A, Draft Guide
for proposals under Title V, P.L. 89-329)

A. Nature and Objectives of the Proposed Fellowship Program

It is intended that the proposed program will help fill the pressing need for qualified English teachers to serve in two-year community colleges and in the lower division of four-year colleges. It is of particular concern to Tucson and Southern Arizona; one well-established Junior College has been in operation in Thatcher, Arizona for many years (Eastern Arizona College), but two new colleges have been very recently established at Douglas (Cochise College) and at Yuma (Arizona Western College), and these are expanding rapidly; a third two-year college (Pima College) is officially established in Tucson, and is now in the planning stage, with classes to begin in September, 1970. Dr. Oliver Laine, the President of Pima College, has been consulted in the formulation of the following proposals, and has agreed to act as a consultant to our proposed program. There are, in addition, three other two-year colleges in Maricopa County in central Arizona, and still other colleges are proposed in other parts of the State of Arizona. The peculiar problems of teaching English in these institutions, as outlined in Research and Development of English Programs in the Junior College (NCTE, 1965) are only now beginning to be faced, and, as is evident in Don Cameron Allen's The Ph.D. in English and American

JC 690 048

Literature (1968), are at present receiving virtually no attention from well-established and reputable graduate departments of English. It is as an experimental step toward the solution of some of these problems that the following proposal addresses itself.

The proposed program is designed to give graduate students over a two-year course of study special preparation for the actual problems and experiences they may encounter in teaching in the first two years of college. The students will emerge from the program with a standard Master of Arts degree (Major in English), with an Arizona Junior College certificate, and with some intensive preparation and practical experience in three areas of instruction: freshman composition, sophomore literature, and humanities. The degree will be, though in only one sense, a terminal professional degree; but it will also offer the student the opportunity to proceed without loss of time toward a Ph.D. at the University of Arizona if he later so chooses. It is expected that this feature of the program may be of importance in attracting students of high calibre, since they can have a definite professional goal in sight at the end of two years, but at the same time need not hesitate at the thought that there may be no practicable goal beyond. The present plan is to award the student an M.A. degree with a major in English and a Certificate of Internship; however, the possibility of a specially designated degree will be presented to the Graduate College.

The students will be selected according to the present standards for the admission of graduate students in the Department of English at this university. They are required to have a B-plus average in the undergraduate work in English, to have completed an undergraduate program essentially equivalent to the University of Arizona undergraduate major in English, including a course in history of the language, and to have made acceptable

scores on the Graduate Record Examination and the Advanced Test in Literature. They are required, for the M.A. degree, to pass an examination in one foreign language, usually French or German, but for purposes of the present proposed program, focused as it is on problems in the Southwest, Spanish will be particularly useful and will be urged, though not required. If a graduate of this program, after having taught in a two-year college, returns to this university for work toward a Ph.D., Spanish will be considered acceptable as one of the languages for that degree, provided the student has elected Spanish for his M.A.

It is planned that Fellows completing this program will be followed by questionnaire for three years. They will be asked to comment on particular features of the program which may be improved or eliminated. This provision for feed-back from former students is particularly important in our planning, for we expect the program to develop organically as its potential usefulness is more fully perceived. The comments of the department chairmen of former Fellows will also be solicited and their comments incorporated in our planning.

B. Program Support

The cost-of-education allowance to which the University of Arizona will be entitled under this program will cover:

1. Tuition and fees (about $500 per student).
2. A department allocation of $500 per student will be used to acquire additional special library materials, particularly for the proposed internships, and to cover the costs of reproduction of materials for the internship seminars.
3. Faculty research support (small grants) for professors who apply successfully to a special committee of the Graduate College.

4. General support of University efforts.

A successful program of this sort will require a minimum of about six fellows a year. The internship seminars could hardly be pedagogically profitable with fewer students. An optimum number of Fellowships would be ten. For two years, then, the support necessary would be, at a minimum, as follows:

	Sept. 1969		Sept. 1970	
New Fellows:	six at $5000 -	$30,000	six at $5000 -	$30,000
2nd year :	none	000	six at $5000 -	$30,000
	Total	$30,000		$60,000
			Grand Total:	$90,000

C. Curriculum

The curriculum for this program is based on the curriculum for the degree of Master of Arts in English at the University of Arizona (since modified), which requires a minimum of 30 units of graduate credit, at least half to be taken in graduate courses numbered above 300. This program is at present under reconsideration, but whatever revisions may occur the students in the proposed program will be expected to meet the requirements for the M.A. in this department. The only specifically required course at present is English 315, literary criticism, but in order to assure a balanced program of study the student must take for graduate credit at least one course in each of eight fields of literature and language: mediaeval literature, renaissance drama, renaissance non-dramatic literature, restoration and eighteenth-century literature, nineteenth-century literature, American literature and twentieth-century British and American literature. However, the M.A. candidate who has taken as an undergraduate two or more one-semester courses in any one of the fields is considered to have satisfied the

requirement for that field.

The course of study envisioned for the proposed new program is as follows:

First year	units
English 315 (criticism)	3
Field courses or electives	12
Internship in literature	3
Educational Psychology, Philosophy, or Sociology	3
Secondary Education 359 (The Junior College)	3
	24

Summer Session	
Field courses or electives in literature	6

Second year	
Field course or elective	3
Internship in Humanities	3
English 328 (Modern English)	3
English 210 (Teaching of Composition)	3
Internship in composition	3
English 215 (Linguistics), or English 399k (Seminar in Linguistics), or English 212 (Teaching of English as a Second Language)	3
	18

Total units: 48

Note: The course number to be used for the Internships has not been decided upon. It may be possible to adapt to our use the number 405

(Internship) used in several other departments, or it may be expedient to use Secondary Education 239 by special arrangement with the College of Education.

Of particular interest in the proposed program is the provision for internships in areas of particular concern to teachers in two-year colleges or in the lower division of four-year colleges. It is planned that these internships will constitute an intensive introduction to the special problems encountered by teachers at this level, and will be considerably more than a mere teaching assistantship or observation of classes. In all three internships the students will attend all sessions of the class to which they are assigned and do all reading assigned to the class. They will probably be asked at different times to work with several professors teaching the course, and they will be asked by the professor in charge of the class to prepare and teach under his observation and direction several sessions of the class. Such an exercise, however, is to be strictly for pedagogical purposes; the interns are in no way to be used as "slave labor." They will work closely with the professor in planning the classes, in preparation and grading of examinations, and in the specific conduct of the class as it approaches particular problems of presentation. In the case of grading papers or examinations, any papers graded by the interns must be reviewed by the professor and discussed with him in detail to enable the Fellows to arrive at rational standards for judgment. Interns will be assigned to different classes, usually no more than one to any class, but once a week they will meet in seminar session two to three hours long where under the guidance of a Supervisor of Interns for the particular subject they will discuss the problems encountered by their classes during the week, formulate possible solutions to those problems, compare and evaluate the

various pedagogical approaches they have observed, and attempt to arrive at a rationale for the teaching of the particular subject to freshman or sophomore college students. They will prepare written reports and bibliographies for the seminar.

The three areas of internship, as noted in the curriculum, are sophomore literature, humanities, and freshman composition. The internship in literature will ordinarly be taken first, during the year in which the Fellow is himself most engaged in studying literature. Courses at the University of Arizona taught by the Department of English and available for such internships are: English 60 (Sophomore Literature, in which selected literary works are studied intensively), English 65 (Major American Writers -- the intensive study of selected works by major American authors), and English 70a-70b (Survey of English Literature -- a standard survey of major British writers from the middle ages to the twentieth century). Depending on possibilities for scheduling, it is intended that an intern serve in the survey course and in one of the other courses. Such service will give him a wide view of the problems of teaching literature at this level.

The internship in humanities will ordinarily be taken during the first semester of the second year. The University of Arizona is in a particularly strong position to offer this experience to students, for the humanities course at this institution is one of the oldest in the nation, having been established more than thirty years ago and during this time having been thoroughly tested by experience. The internship in humanities will be of particular advantage to students in this program, since it will involve the study of techniques used in conducting a cross-disciplinary course of a type popular in two-year colleges and increasingly emphasized in four-year colleges, but one for which no single course on an undergraduate or graduate level in this university or in most other universities can offer satisfactory

preparation. The first semester of the humanities course, in which it is preferable that the students intern, consists of an integrated study of European literature, philosophy, and art from Homer to the end of the sixteenth century. The students in the humanities course attend one large lecture a week by a specialist professor, then for three class sessions a week separate into smaller discussion sections. The interns will attend the weekly lectures, and during the semester follow at different times at least two discussion sections. The same provision will be made for weekly seminar meetings as in the case of the literature internship, and the interns will be in the same relationship to the professors whose classes they attend. The seminar sessions will be particularly useful in this case in providing bibliographies of secondary source materials.

The internship in freshman composition, as probably the most difficult and perhaps the most important internship, will also be in the second year, preferably in the second semester. There are four levels of freshman composition offered at the University of Arizona, in two of which the interns will serve: English X (sub-collegiate English), English I (composition for the student of average abilities, concentrating on expository writing), English 3 (the second semester of English 1, involving the reading of literary works and continued emphasis on writing), and English 2 (composition for students placing in the upper deciles of the entrance examination in composition). Students in the proposed program who elect to take as part of their graduate work English 212 (Teaching of English as a Second Language) may be permitted a part of their internship in English 5a or 5b (English for Foreign Students). In the case of the internship in composition it will be particularly important to insist on the provision that interns not be used as "slave labor." They will be at the same time taking or will have taken English 210 (Teaching of Composition), so the provisions for seminar discussions may be somewhat attenuated, but in the composition internship they

will again do the work assigned to the class, grade papers which will be intensively reviewed and discussed with the professor in charge, and in general work very closely with that professor in the conduct of the class, discussing with him the day-to-day problems encountered and the best means for their solution.

In conjunction with the internship programs both in literature and in composition it is hoped to secure the co-operation of several local high schools, particularly those with a larger percentage of culturally disadvantaged students, to allow observation of senior English classes in those schools. This will be only observation, and not in the nature of practice teaching in those classes, but it is expected that such observation will be very useful to students in our proposed program. It is also anticipated that with the commencement of classes at Pima College in 1970 it may be possible to work out an agreement whereby some of our students may take their internships at that college. This has been discussed with President Laine, and he has agreed to consider this as a possibility. Mr. Larry McDonald, Chairman of the Division of English and Foreign Languages at Arizona Western College has also expressed his eagerness to work with interns in this proposed program. He has discussed the matter with the Vice President for Instruction at Arizona Western, and if the difficulties of distance can be feasibly overcome, we will endeavor to work out an arrangement whereby the Fellows can serve at least a part of their internship at this college.

D. Library and Other Facilities and Equipment

The resources of the University of Arizona library, consisting now of over one million catalogued items, are available to students in the proposed program. The university classrooms will serve as laboratories for internships. The extensive facilities of the Bureau of Visual Aids

will also be called into service, a matter of particular interest to fellows who may teach in Arizona Junior Colleges, since these facilities are available throughout the state, and an acquaintance with them will be of great value.

E. Faculty

A large proportion of the faculty of the English Department will be involved in the internship and instruction of students in the proposed program. Those particularly involved, each devoting approximately 25% of instructional time to the program, will be:

1. Oliver F. Sigworth, Professor of English and Director of Graduate Studies in English, Director. Appointed to the department in 1953. Degrees: A.B. (1947), M.A. (1948), Ph.D. ( ), University of California, Berkeley. Eighteenth-century studies. Publications: The Four Styles of a Decade (New York Public Library, 1960). Nature's Sternest Painter (University of Arizona Press, 1965): William Collins (Twayne, 1965); "Johnson's Lycidas: The End of Renaissance Criticism," Eighteenth Century Studies, Fall, 1967. Thirteen book reviews in Arizona Quarterly, 1954-1968. Editor, Arizona English Bulletin, 1957-1963. Ford Foundation Fellow, 1955-56.

2. Albert F. Gegenheimer, Professor of English and Supervisor of Internships in Humanities. Appointed to the department in 1941. Degrees: A.B., 1932, Yale University; M.A., 1936. Western Reserve University; Ph.D., 1940, University of Pennsylvania. American Literature studies. Publications: William Smith: Educator and Churchman, University of Pennsylvania Press, 1943. Editor, Arizona Quarterly. Ford Foundation Fellow (1953-54).

3. Billie Jo Inman, Associate Professor of English, Director of Freshman English, and Supervisor of Internships in Composition. Appointed to the department in 1962. Ph.D., 1961, the University of Texas, specialty in nineteenth-century English literature. Assistant Professor of English and Education, the University of Arizona; previously, Special Instructor, the University of Texas. Author of articles on Victorian literature and teacher education.

4. Jack W. Huggins, Associate Professor of English, Director of Lower Division Studies in English, and Supervisor of Internships in Literature. Appointed to the department in 1945. Degrees: M.A., 1939, the University of California, Graduate work Princeton University 1941 and 1942. 19th- and 20th-Century Literature. Co-author of Arizona: Its People and Resources (1960). Member Folklore Committee, the University of Arizona.

UNIVERSITY OF ARIZONA
DEPARTMENT OF ENGLISH

January 28, 1969

The Department of English has just been informed that we have been awarded eight fellowships under the Education Professions Development Act.

These fellowships are to be awarded to first-year graduate students who wish to prepare for teaching English in Junior Colleges, or in the lower division of four-year colleges. They carry a stipend of $2,400 for the first year and $2,600 for the second year, plus $500 a year for each dependent.

As the program is designed, the Fellow (or any other student who enrolls in the program) at the end of two academic years and one intervening summer session will graduate with an M.A. in English and will be prepared for an Arizona Junior College Certificate. Over a two-year course of study the students will receive special preparation for the actual problems and experiences they may encounter in teaching in two-year colleges or the lower division of four-year institutions. In addition to two courses in Education required for certification, the regular M.A. program will be supplemented with a series of internships in which during their last three semesters the students will participate in actual classroom instruction in freshman composition, literature, and humanities. The degree will be, though in only one sense, a terminal professional degree; but it also offers the students the opportunity to proceed without loss of time--after having first taught in a junior college--toward a Ph.D.

Students must meet the regular admission requirements of the Department of English and the Graduate College, and must pass the regularly-administered M.A. Examination at the end of their program. Students in the program may offer Spanish as their foreign language. If a graduate of this program, after having taught in a two-year college or in the lower division of a four-year college, returns to the University of Arizona to work toward a doctorate, Spanish will be considered acceptable as one of the languages for the Ph.D., provided the student has elected Spanish for his M.A.

Prospective students wishing to make application for a fellowship under this program should fill in a regular application for a teaching assistantship and at the top mark it "EPDA."

If you wish any further information concerning this program, please write to the Director of Graduate Studies in English, Department of English, University of Arizona, Tucson, Arizona 85721.